

Bryson Elementary

703 Bryson Drive
Simpsonville, South Carolina 29681

Grades	K-5 Elementary School	
Enrollment	978 Students	
Principal	Thomas R. Chambers	864-355-3600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	45	16	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Unsatisfactory	No
2005	Average	Unsatisfactory	No
2006	Average	Below Average	No

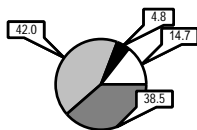
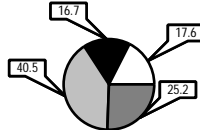
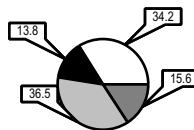
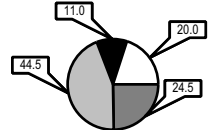
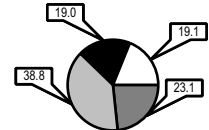
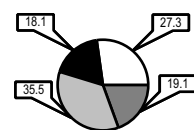
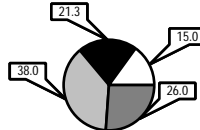
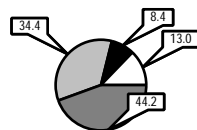
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	472	97.7	13.8	42.1	39.3	4.9	57.9	Yes	Yes
Gender									
Male	236	95.8	18.3	46.0	33.2	2.5	48.0	N/A	N/A
Female	236	99.6	9.7	38.5	44.7	7.1	66.8	N/A	N/A
Racial/Ethnic Group									
White	337	97.9	12.1	35.9	46.4	5.6	64.7	Yes	Yes
African American	107	97.2	20.8	60.4	17.7	1.0	35.4	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	95.2	5.3	63.2	31.6	0.0	52.6	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	407	99.8	10.8	41.8	42.6	4.8	61.6	N/A	N/A
Disabled	65	84.6	36.0	44.0	14.0	6.0	30.0	Yes	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	472	97.7	13.8	42.1	39.3	4.9	57.9	N/A	N/A
English Proficiency									
Limited English Proficient	18	94.4	12.5	43.8	31.3	12.5	62.5	I/S	I/S
Non-Limited English Proficient	454	97.8	13.8	42.0	39.6	4.6	57.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	162	95.1	25.4	50.7	21.6	2.2	36.6	Yes	Yes
Full-pay meals	310	99.0	8.5	38.1	47.3	6.1	67.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	472	98.7	17.1	40.6	25.4	16.9	55.7	Yes	Yes
Gender									
Male	236	97.9	18.8	38.6	24.2	18.4	53.6	N/A	N/A
Female	236	99.6	15.5	42.5	26.5	15.5	57.5	N/A	N/A
Racial/Ethnic Group									
White	337	98.8	12.9	36.6	29.4	21.0	63.8	Yes	Yes
African American	107	98.1	30.9	51.5	13.4	4.1	30.9	Yes	Yes
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	15.0	60.0	20.0	5.0	40.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	407	100.0	12.9	40.4	27.4	19.3	60.7	N/A	N/A
Disabled	65	90.8	46.3	42.6	11.1	0.0	20.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	472	98.7	17.1	40.6	25.4	16.9	55.7	N/A	N/A
English Proficiency									
Limited English Proficient	18	100.0	17.6	41.2	17.6	23.5	41.2	I/S	I/S
Non-Limited English Proficient	454	98.7	17.1	40.6	25.7	16.6	56.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	162	96.9	29.2	48.2	17.5	5.1	34.3	Yes	Yes
Full-pay meals	310	99.7	11.5	37.2	29.1	22.3	65.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	472	99.8	34.0	36.6	15.6	13.8	29.4
Gender							
Male	236	100.0	35.9	34.4	13.4	16.3	29.7
Female	236	99.6	32.3	38.5	17.7	11.5	29.2
Racial/Ethnic Group							
White	337	99.7	26.5	36.5	19.7	17.4	37.1
African American	107	100.0	54.1	36.7	6.1	3.1	9.2
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	50.0	40.0	5.0	5.0	10.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	407	99.8	28.6	39.2	17.2	15.1	32.3
Disabled	65	100.0	70.2	19.3	5.3	5.3	10.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	472	99.8	34.0	36.6	15.6	13.8	29.4
English Proficiency							
Limited English Proficient	18	100.0	41.2	41.2	0.0	17.6	17.6
Non-Limited English Proficient	454	99.8	33.7	36.4	16.3	13.6	29.9
Socio-Economic Status							
Subsidized meals	162	100.0	52.5	33.8	7.9	5.8	13.7
Full-pay meals	310	99.7	25.3	37.8	19.3	17.6	36.8

Social Studies							
All Students	472	99.6	19.8	44.6	24.6	11.0	35.6
Gender							
Male	236	99.6	25.4	43.1	20.6	11.0	31.6
Female	236	99.6	14.6	46.0	28.3	11.1	39.4
Racial/Ethnic Group							
White	337	99.4	16.8	40.3	29.0	13.9	42.9
African American	107	100.0	31.6	53.1	10.2	5.1	15.3
Asian/Pacific Islander	7	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	21	100.0	10.0	70.0	20.0	0.0	20.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	407	99.8	14.6	46.0	27.8	11.6	39.4
Disabled	65	98.5	54.4	35.1	3.5	7.0	10.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	472	99.6	19.8	44.6	24.6	11.0	35.6
English Proficiency							
Limited English Proficient	18	100.0	11.8	64.7	23.5	0.0	23.5
Non-Limited English Proficient	454	99.6	20.1	43.8	24.6	11.5	36.1
Socio-Economic Status							
Subsidized meals	162	99.4	35.3	50.4	9.4	5.0	14.4
Full-pay meals	310	99.7	12.5	41.9	31.8	13.9	45.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	176	98.9	12.6	26.4	52.2	8.8	61.0
	4	146	100.0	26.7	32.8	38.2	2.3	40.5
	5	170	98.8	21.3	58.1	20.6	0.0	20.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	154	96.1	7.9	31.7	51.8	8.6	60.4
	4	166	99.4	18.2	42.2	35.7	3.9	39.6
	5	152	97.4	14.8	52.6	30.4	2.2	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	176	99.4	15.6	45.6	26.9	11.9	38.8
	4	146	100.0	27.5	38.9	20.6	13.0	33.6
	5	170	100.0	18.6	53.2	17.3	10.9	28.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	154	98.1	11.3	48.6	31.7	8.5	40.1
	4	166	100.0	21.9	33.5	18.1	26.5	44.5
	5	152	98.0	17.6	40.4	27.2	14.7	41.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	176	100.0	27.3	38.5	19.3	14.9	34.2
	4	146	100.0	32.8	37.4	19.1	10.7	29.8
	5	170	100.0	39.1	34.6	12.8	13.5	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	154	99.4	33.6	42.7	19.6	4.2	23.8
	4	166	100.0	34.8	27.7	13.5	23.9	37.4
	5	152	100.0	33.6	40.1	13.9	12.4	26.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	176	100.0	10.6	43.5	31.1	14.9	46.0
	4	146	100.0	20.6	51.9	20.6	6.9	27.5
	5	170	100.0	32.7	39.1	17.9	10.3	28.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	154	99.4	13.3	43.4	34.3	9.1	43.4
	4	166	100.0	23.2	45.8	21.9	9.0	31.0
	5	152	99.3	22.6	44.5	17.5	15.3	32.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 978)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.4%	Up from 2.6%	2.0%	2.8%
Attendance rate	96.6%	Up from 96.4%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.1%	Down from 2.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%	Down from 1.4%	0.0%	0.0%
Eligible for gifted and talented	8.6%	Down from 12.3%	17.4%	10.4%
On academic plans	2.9%	N/AV	25.6%	33.6%
On academic probation	2.1%	N/AV	2.1%	1.0%
With disabilities other than speech	7.5%	Down from 8.8%	7.6%	7.5%
Older than usual for grade	0.4%	Down from 0.8%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 58)				
Teachers with advanced degrees	44.8%	Up from 44.4%	57.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.0%	2.4%
Teachers with emergency or provisional certificates	2.1%	No change	0.0%	0.0%
Teachers returning from previous year	90.7%	Up from 89.0%	88.7%	87.3%
Teacher attendance rate	95.2%	Down from 96.0%	94.7%	94.9%
Average teacher salary	\$41,612	Up 0.8%	\$43,496	\$42,485
Prof. development days/teacher	7.3 days	Up from 6.4 days	11.8 days	13.3 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 21.4 to 1	20.2 to 1	18.6 to 1
Prime instructional time	90.1%	Down from 91.3%	90.2%	89.7%
Dollars spent per pupil*	\$4,847	Up 6.0%	\$6,078	\$6,557
Percent of expenditures for teacher salaries*	66.2%	Down from 67.9%	65.8%	64.0%
Percent of expenditures for instruction*	70.7%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	N/R	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bryson Elementary has enjoyed a wonderful 2005-2006 school year. We have continued many innovative programs and begun new ones in our ongoing efforts to meet the needs of all of our students.

An outstanding new diagnostic program, MAP, was implemented in all Greenville County schools. This program gives immediate analysis of a student's strengths and deficiencies and gives specific strategies to assist the student in progressing in weak areas. Our teachers planned collectively by grade level and across grade levels using the MAP results to develop strategies for instruction.

Three new programs were implemented to assist students with identified weaknesses. The Larsen's Leapfrog Math program is a technology-based program that is designed to enable students to begin at their current levels and help them progress in developing skills incrementally to their specific grade level. The program also enables students currently working beyond grade level to be challenged and extend their learning to their maximum ability.

Lexia is a technology-based program that assists students in developing reading and writing skills. Much like the Larsen's math program, the program identifies a student's present performance level and progresses in difficulty at an individualized pace for each student.

In addition to Larsen's and Lexia, we began tutorial programs in our computer lab one morning and one afternoon each week. This allowed additional learning opportunities beyond the classroom utilizing a myriad of instructional techniques. Teacher-directed tutorial classes were also held two afternoons per week to assist students who scored below basic on the PACT.

Beyond the classroom, our school continues its emphasis on the total development of our students. Our emphasis on character and civic responsibility was demonstrated in our outreach to the Katrina victims. Over \$3000 was raised by our students for the relief effort. Over \$1000 was donated to the March of Dimes and our school participated in many other worthwhile programs to develop an awareness of our children of the world we live in.

Bryson Elementary continues to be a warm, caring, nurturing school with high academic expectations and great compassion for children.

Mr. Thomas Chambers, Principal
Ms. Natalie Wedgeworth, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	90	71
Percent satisfied with learning environment	94.2%	79.8%	83.8%
Percent satisfied with social and physical environment	100.0%	86.4%	84.5%
Percent satisfied with school-home relations	90.2%	86.6%	78.9%

*Only students at the highest elementary school grade level at this school and their parents were included.